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ABSTRACT

Much energy has been invested into identifying educational goals at the national, state, and local levels. When a plethora of goals exist, the chances of all goals being achieved decreases as economic and human resources are not channeled toward a narrowly defined end. This paper presents findings of a study that explored the alignment of federal and state goals in three midwestern states--Wisconsin, Illinois, and Iowa. Methodology involved content analysis of state and national documents. In each state, a strong similarity between the state and national goals existed, though none matched perfectly. The most common national goal lacking at the state level was goal 2, which addresses school completion. Other goals that were not specifically mentioned by all states include being first in mathematics and science, adult literacy and lifelong learning, and drug- and alcohol-free schools. Recommendations are made for higher education preparation programs, business and industry, government, K-12 educational systems, and families. If the infrastructure of the educational enterprise is to be responsive to national and state goals, it is critical that a clear articulation process for dissemination is espoused by the proponents. Appendices contain the national and state educational goals and a state and national goal matrix. Contains 14 references. (LMI)

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State and National Goals: Are They Aligned?

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State and National Goals: Are They Aligned?

Curriculum alignment is a concept stressed by curriculum experts. In its simplest format, it stresses the necessity of matching curriculum components such as goals, objectives, and outcomes. It would also suggest that goals stated at one level should be similar to those set at another level such as at the national, state, and/or local levels. Alignment of this type is important so that all resources may be utilized to achieve the desired ends.

Much energy has been put into identifying educational goals at the national, state and local levels. In some instances the same individuals are working at two levels concurrently, such as at the federal and state levels. In other instances goal development has proceeded independently. When a plethora of goals exist, their chances of all being attained plummets as economic and human resources are not channeled toward a narrowly defined end. As such, this study sought to explore the alignment of federal and state level goals in three midwestern states. Secondly, societal and educational implications associated with goal attainment are explored.

National Goals

Much time and energy at the state and federal levels has been expended in the development of educational goals. At the federal level this started with a Governor's Summit held in 1989 ("Goals 2000 Now Law," 1994). From this meeting the America 2000: An Educational Strategy program was launched. This program identified six educational goals which were to be reached by the year 2000. Under President Clinton the program underwent changes in both name and total number of goals. The six educational goals have been expanded to eight and the name was changed to Goals 2000: Educate America Act. This Act was finally signed into law on March 31, 1994 ("Goals 2000 Now Law," 1994).

The national goals address the areas of school readiness; school completion; student achievement and citizenship; teacher education and professional development; mathematics and science; adult literacy and lifelong learning; safe, disciplined, and alcohol- and drug-free schools; and parental education. More specifically the goals state:

By the year 2000:
1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90%.
3. All students will leave grades 4, 8, 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history, geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our nation's modern economy.
4. The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
5. United States students will be first in the world in mathematics and science achievement.
6. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
7. Every school in the United States will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children. (Goals 2000, 1994, p. 130-131)

While the national goals are fairly well known, their associated objectives are not. Each goal has two to seven objectives which further delineate intended outcomes. For example, goal one states that *all children in America will start school ready to learn*. The three associated objectives (Goals 2000, 1994) state that "(i) all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school; (ii) every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and (iii) children will receive the nutrition...." (p. 130). Understanding each objective allows educators and lawmakers greater insight into what the legislation requires and what will be required to attain the goals. To see each goal and associated objectives, see Appendix A.

State Goals

While efforts to reform education via the statement of national goals have been occurring at the federal level, reform has also been mandated at the state level. In this study five midwestern states were contacted for a copy of their state goals and the time line for development. Usable documentation was received from three states: Wisconsin, Illinois, and Iowa.

Wisconsin

Wisconsin has been exploring educational targets or outcomes since 1992 in conjunction with legislation (Wisconsin Act 269) mandating student assessment. The process followed included the drafting of a paper, Targets and Tasks, which examined "the relationship of various educational targets to one another and to educational tasks" ("History of," 1994). The framework was then shared with many educator groups and stake holders in June, July, October, and December of 1992 and March, May-June, and August of 1993 ("History of," 1994). Community hearings were also held and the proposed outcomes were published in major state newspapers. From this process a total of 17 Learner Outcomes were identified. Also identified were ten Learner Goals, ten Institutional Support Goals, and eight Societal Support Goals (see Appendix B).

Illinois

Illinois desires superior education for its children. With a program entitled World-Class Education for the 21st Century: The Challenge and the Vision, a vision statement, mission statement, eight goals, and more specific goals for learning in language arts, mathematics, physical development and health, biological and physical sciences, social science, and fine arts were identified (see Appendix C).

Iowa

The state of Iowa began its strategic planning process in January of 1991. The process consisted of "information gathering, collaborative decision making involving numerous Iowans, implementation, and evaluation and reporting" (State of Iowa, 1994, p. 1). By December 1991 the state plan entitled Education is Iowa's Future: The State Plan for Educational Excellence in the 21st Century was adopted and issued. In 1992 "strategies to implement the plan's major

objectives were developed and progress was reported to the Board [of Education]" (State of Iowa, 1994, p. 1-2). In March 1994 a revised plan with the same title and original four goals was released. The plan lists nine Principles to Guide Improvement in Iowa's Schools, four Goals with seven associated Issue statements and a total of 36 Objectives (see Appendix D).

Sample and Methodology

Departments of Education in five contiguous midwestern states - Wisconsin, Michigan, Illinois, Indiana, and Iowa - were contacted via telephone in fall 1994 to seek copies of state goals. Usable documents were received from Wisconsin, Illinois, and Iowa. The United States Department of Education was also contacted to attain a copy of the Goals 2000: Educate America Act.

Content analysis was performed on both state and national documents. Then, state goals were matched to national goals. A match was recorded when any portion of a state goal matched any of the objectives listed under each national goal. It is recognized that a recorded match does not constitute a perfect match between state and national goals.

Findings

In all instances there is a strong similarity between state and national goals although no perfect matches occurred. The most common national goal not to be found at the state level was goal two addressing school completion. While, it seems unlikely that states' do not desire high graduation rates, they did not explicitly state a target rate. Other goals not specifically mentioned by all states were being first in math and science, adult literacy and lifelong learning, and drug and alcohol free schools. A more in depth look at how each state's goals matched to the national goals follows (see Appendix E).

Wisconsin

In Wisconsin state goals are divided into four areas: Learner Goals, Institutional Support Goals, Societal Support Goals (Wisconsin's Educational Goals, 1994), and Learner Outcomes (Wisconsin Learner Outcomes, 1994). Both the Learner Goals and Learner Outcomes focus primarily upon content to be learned by students. Examples of Learner Outcomes include: (1) identify, develop, evaluate, and apply criteria to ideas, product, or performances of one's self or others; ... (9) recognize, define and solve a problem; ... (13) develop and test a hypothesis.... Examples of Learner Goals include: The learner will: (1) build a substantial knowledge base; ...(5) develop physical and emotional wellness; ... (8) be prepared for productive work. With their focus upon content, these two learner areas most closely match with national goal three which focuses upon student achievement and citizenship.

Wisconsin's Institutional Support Goals match with four of the national goals. National goal three on student achievement and citizenship is clearly met with Wisconsin Institutional Support Goals (1994) one and two which call for a "1. focus on academic achievement [and 2.] set[ting] high expectations for students and schools" (p. 7). Teacher education and professional development, national goal four, is addressed in Institutional Support Goal eight which calls for meeting the needs of professional staff. Safe, disciplined, and alcohol- and drug-free schools,

national goal seven, matches with Wisconsin Institutional Support Goal seven which requires a positive physical setting for learning and goal four "establish a climate of respect" (p. 7). Lastly, national goal eight which calls for parental participation, is echoed in Wisconsin goal nine calling for the establishment of family partnerships.

Wisconsin Societal Support Goals seek to address the national goals dealing with school readiness (goal #1), teacher education and professional development (goal #4), safe, disciplined, and alcohol- and drug-free schools (goal #7) and parental education (goal #8). By society establishing children as its top priority and ensuring that children at all levels are ready to learn, the national goal of school readiness will be addressed. National goal eight, parental education has as an objective parents and families adequately supporting school, Wisconsin Societal Support Goal number two. Safe schools are the focus of national goal seven and Wisconsin Societal Support Goal three. Likewise, national goals four and eight call for the development of partnerships, Wisconsin Societal Support Goal five. The enhancement of educational equity via information technology may be matched with national goal four as staff are called upon to learn and use emerging forms of technology. Lastly, both national goal eight and Societal Goal eight require the support of local decision making.

National goals two (school completion), five (mathematics and science), and six (adult literacy and lifelong learning) are not specifically addressed in the Wisconsin goals or outcomes.

Illinois

There are strong similarities between the Illinois goals and the Goals 2000 program. Like in national goal one, Illinois goal eight calls for students entering school ready to learn with the schools serving as a leader in collaborative efforts among public and private agencies allowing for coordinated and comprehensive services for children and families. National goals three (student achievement and citizenship) and five (mathematics and science) are addressed in part in Illinois goals one and six and in the Illinois State Goals for Learning. Teacher education and professional development, national goal four, can be found in Illinois goal four. Illinois goal five and its reference to student use of technology may also be related to national goal four as teachers are to be provided with the knowledge and skill to use emerging technologies. Ideas relating to national goal six which promotes adult literacy and lifelong learning can be found in Illinois goal two.

While there is congruence between five of the national goals and Illinois state goals, three did not meet this criteria. National goal two related to school completion, goal seven dealing with safe, disciplined, and alcohol- and drug-free schools, and goal eight which addresses parental involvement in schooling are not stated in the Illinois goals.

Iowa

Iowa, like Wisconsin and Illinois, addresses many but not all of the national goals. Objective 14 on early childhood education stresses the importance of all children entering school ready to learn (national goal #1), although no mention is made of parental need for training, prenatal health, and preschool children needing adequate nutrition, experiences, and health care. Iowa Principles one through three and Goal A addressed national goal three and the need for

student achievement and citizenship. Likewise, national goal six on adult literacy and life long learning were well addressed by Principle five "schools must be lifelong learning communities" (Iowa Department of Education, 1994, p. 2) and Objective five (developmental education), seven (literacy), and 19 (workforce development). National goal four which is concerned with teacher education and professional development was clearly addressed in Goals B and C via objectives 8, 9, 10, and 25. Lastly, parental participation, national goal eight, was strongly encouraged in Principles four and six and objectives 22 and 23.

As in Illinois, five of the eight national goals are easily found in the Iowa plan, three are conspicuous in their absence. Dropout rates and school completion, national goal two, are not mentioned nor are strengthening math and science skills or teachers, national goal five. Thirdly, safe, disciplined, and alcohol- and drug-free schools are not addressed.

Implications

Alignment between state and national goals is important if all are to be attained. The current lack of alignment leads to the following implications for higher education, business and industry, government, K-12 education systems, and families.

Higher Education Preparation Programs: Preservice and Inservice Administrator and Teacher Training

The reform movement in education has received a great deal of attention by the popular press, yet it has not had as significant an effect on higher education preparation across the nation (Clinchy, 1994; Lampe, et al, 1992; Murphy, 1991) as in the K-12 sector. In order to adequately prepare future and current educational teachers and administrators this study suggested several focal areas:

1. Provide coursework in school leadership roles that conceives of leadership as a broadly shared responsibility. Strategic planning, decision making and policy analysis would be core components supporting the acquisition of content standards.
2. Develop an understanding of Continuous Quality Improvement processes, team development and participative skills, conflict resolution and consensus building, and the change process.
3. Include processes to increase self-knowledge awareness. Training programs can incorporate opportunities for awareness building in the curriculum via assessment instruments and interpretation of the impact findings.
4. Integrate developmental experiences to stimulate and support complex thinking skills including: critical thinking, effective communication, and reflective problem-solving.
5. Assure adequate initial preparation and continued instruction in content, emerging instructional and assessment methods and technology.
6. Develop strategies to attract, recruit, prepare, retrain, and support continued professional development.
7. Integrate the concepts of parent and community involvement into the infrastructure of the preparation programs.

Business and Industry

1. Actively participate in the process of collaboration and partnering with schools and higher education institutions in the process of reform.
2. Provide assistance and expertise to the educational enterprises by mentoring, job shadowing and apprenticeships.
3. Assist educational enterprises to access funding and support for programming consistent with reform initiatives.
4. Recognize and support employee needs to increase parenting abilities by innovative techniques, flexible work schedules and job sharing activities.

Government

1. Establish and maintain clarity of goals and objectives through articulation and communication with all stakeholders.
2. Promote and participate in partnerships between representatives of the educational establishments, community, parents, professional organizations and business.
3. Provide incentives for targeted areas: math and science, school age parents, at-risk and low socioeconomic students.
4. Assist in the development of literacy programs and on a life-long learning focus of educational offerings.
5. Assure adequate health care for all children in the nation.
6. Provide prevention and intervention assistance for substance abuse and violence in home and school environments.

K-12 Educational Systems

1. Develop and sustain empowered workplaces which promote parent, student and staff involvement.
2. Establish school environments which are conducive to diverse students' learning and success.
3. Celebrate the diversity and progress of all participants in the school culture.
4. Provide on-going and appropriate in-depth training and resources to ensure consistent staff development on a continuing basis.
5. Reward accomplishment of individuals at all levels of the organization whenever possible.
6. Actively involve parents in the development and monitoring of their childrens' educational experiences.
7. Promote reasoning abilities, problem solving, collaboration and application of knowledge in an integrated learning process.
8. Establish community and business partnerships to assist in goal development and program implementation.

Families

1. Work closely with schools to develop goals and assist in programming.
2. Hold the educational enterprise to high standards of accountability.
3. Devote quality time each day to the nurturance and guidance of their children in

personal development and educational endeavors.

4. Ensure the general health and readiness of their children to participate in the educational process.

Closing Comments

The ultimate significance of this study is the extent to which there is potential impact for changed behavior in actual practice. A key element is the willingness and ability of all stakeholders to grasp the critical nature regarding the necessity of goal congruence between the national and state governance and those who deliver and are recipients of the educational programs.

If the infrastructure of the educational enterprise is to be responsive to these national and state goals, it is critical that a clear articulation process for dissemination is espoused by the proponents. In order for this movement to be embraced by the citizens of the country it must be communicated in a manner consonant with current beliefs and understandings. There is substantial work ahead for everyone concerned with the educational enterprise of America.

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the progress of all students in the State toward learning the material in State content standards in 1 or more subject areas;

(12) the term "school" means a public school that is under the authority of the State educational agency or a local educational agency or, for the purpose of carrying out section 315(b), a school that is operated or funded by the Bureau;

(13) the term "Secretary", unless otherwise provided, means the Secretary of Education; and

(14) the term "State", unless otherwise provided, means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(b) TITLES IV, V, VI, VII, VIII, AND IX.—For the purpose of titles IV, V, VI, VII, VIII, and IX—

(1) except as provided in paragraph (3) and unless otherwise provided, the terms used in such titles have the same meanings given such terms in section 1471 of the Elementary and Secondary Education Act of 1965;

(2) the term "Bureau", unless otherwise provided, means the Bureau of Indian Affairs; and

(3) the term "Secretary", unless otherwise provided, means the Secretary of Education.

TITLE I—NATIONAL EDUCATION GOALS

20 USC 5811

SEC. 101. PURPOSE.

The purpose of this title is to establish National Education Goals.

20 USC 5812

SEC. 102. NATIONAL EDUCATION GOALS.

The Congress declares that the National Education Goals are the following:

(1) SCHOOL READINESS.—(A) By the year 2000, all children in America will start school ready to learn.

(B) The objectives for this goal are that—

(i) all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

(ii) every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and

(iii) children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

(2) SCHOOL COMPLETION.—(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(B) The objectives for this goal are that—

(i) the Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and

(ii) the gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

(3) STUDENT ACHIEVEMENT AND CITIZENSHIP.—(A) By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

(B) The objectives for this goal are that—

(i) the academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;

(ii) the percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

(iii) all students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

(iv) all students will have access to physical education and health education to ensure they are healthy and fit;

(v) the percentage of all students who are competent in more than one language will substantially increase; and

(vi) all students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

(4) TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.—

(A) By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

(B) The objectives for this goal are that—

(i) all teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;

(ii) all teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;

(iii) States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and

(iv) partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

(5) MATHEMATICS AND SCIENCE.—(A) By the year 2000, United States students will be first in the world in mathematics and science achievement.

(B) The objectives for this goal are that—

(i) mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;

(ii) the number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and

(iii) the number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

(6) ADULT LITERACY AND LIFELONG LEARNING.—(A) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

(B) The objectives for this goal are that—

(i) every major American business will be involved in strengthening the connection between education and work;

(ii) all workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;

(iii) the number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;

(iv) the proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;

(v) the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and

(vi) schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

(7) SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.—

13

(A) By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

(B) The objectives for this goal are that—

(i) every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;

(ii) parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;

(iii) every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;

(iv) every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;

(v) drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

(vi) community-based teams should be organized to provide students and teachers with needed support; and

(vii) every school should work to eliminate sexual harassment.

(8) PARENTAL PARTICIPATION.—

(A) By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

(B) The objectives for this Goal are that—

(i) every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;

(ii) every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school; and

(iii) parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

TITLE II—NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS, AND ASSESSMENTS

PART A—NATIONAL EDUCATION GOALS PANEL

SEC. 201. PURPOSE. 20 USC 5821.

It is the purpose of this part to establish a bipartisan mechanism for—

Appendix B
Wisconsin Educational Goals and Outcomes

Learner Goals

The learner will:

1. Build a substantial knowledge base.
2. Develop thinking and communication processes.
3. Apply knowledge and processes.
4. Acquire the capacity and motivation for lifelong learning.
5. Develop physical and emotional wellness.
6. Develop character.
7. Be a responsible citizen.
8. Be prepared for productive work.
9. Respect cultural diversity and pluralism.
10. Develop aesthetic awareness.

Institutional Support Goals

Institutions will...

1. Focus on academic achievement.
2. Set high expectations for students and schools.
3. Address the needs of all students.
4. Establish a climate of respect.
5. Provide a wide range of educational offerings.
6. Provide an active learning environment.
7. Provide a positive physical setting for learning.
8. Meet the needs of professional staff.
9. Establish family partnerships.
10. Promote collaboration within the school and community.

Societal Support Goals

Society will...

1. Make children its top priority.
2. Provide fair and adequate funding for education.
3. Provide safe schools, neighborhoods, and communities.
4. Ensure that children at all levels are ready to learn.
5. Develop partnerships.
6. Provide educational, cultural, and recreational opportunities.
7. Enhance educational equity through information technology.
8. Support local decision making.

Wisconsin's educational goals. (1994, February). Wisconsin Learner Goals, Outcomes and Assessment: Educating Students for Success in the 21st Century. Wisconsin Department of Public Instruction, Madison, WI, p. 7.

Wisconsin Learner Outcomes

1. Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others.
2. Revise a product, performance, system, or idea in response to relevant information.
3. Make informed decisions by examining alternatives and anticipating consequences of actions.
4. Achieve desired results by interpreting and executing instructions, plans, models, and diagrams.
5. Recognize and devise systems and describe their interdependence.
6. Create a quality product, process, or performance that will meet a need.
7. Respond to the aesthetic, intellectual, and emotional aspects of an event, performance or product.
8. Transfer learning from one context to another.
9. Recognize, define, and solve a problem.
10. Recognize and communicate one's strategies for accomplishing objectives.
11. Work effectively in groups to accomplish a goal.
12. Defend a position by integrating information form multiple sources.
13. Develop and test a hypothesis.
14. Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and focus that information.
15. Conceive of places, times, and conditions different from one's own.
16. Identify compelling personal interests and goals and pursue them.
17. Recognize the influence of diverse cultural perspectives on human thought and behavior.

Wisconsin learner outcomes. (1994, February). Wisconsin Learner Goals, Outcomes and Assessment: Educating Students for Success in the 21st Century. Wisconsin Department of Public Instruction, Madison, WI, p. 4.

Appendix C
Illinois Educational Goals

Illinois Goals

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.
2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.
3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.
4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.
5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.
6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.
7. All Illinois public school students will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.
8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Illinois State Goals for Learning

(content areas only)
Language Arts
Mathematics
Physical Development and Health
Biological and Physical Sciences
Social Sciences
Fine Arts

Illinois State Board of Education. (n.d.). World-class education for the 21st century: The challenge and the vision. Springfield, IL: author.

Appendix D

Iowa Educational
Principles, Goals, Issues and Objectives

Principles to Guide Improvement in Iowa's Schools

1. Iowa's students need to become responsible and productive citizens in an increasingly interdependent world.
2. All levels of Iowa's educational system must reflect a commitment to enabling all students to reach their full potential.
3. Higher student expectations should emphasize academics and the application of that knowledge and abilities in problem-solving, decision making, and work place readiness.
4. Local schools, school districts, and community colleges must be driven by a shared direction reached with the informed involvement of students, educators, parents/families, business and labor, and other community members.
5. Schools must be life-long learning communities where educational staff have been provided quality preparation; effective relevant professional development; and opportunities for participation in school decision making.
6. Parents and families must be active partners in the education of their children.
7. Local schools, school districts, and community colleges have the primary responsibility for student achievement and will be free to use different, locally identified and selected methods for helping all students achieve at high levels and for assessing the extent to which students demonstrate competence.
8. The role of the state is to assure that the basic educational welfare of students is protected, to provide support to the local schools in their efforts to improve student achievement, and to report on system wide student achievement.
9. All students in Iowa schools will have equal opportunity to participate in school programs and activities regardless of race, religion, national origin, sex, or disability.

Goal A: To increase the level of learning and achievement of all students to their maximum potential.

Issue: Identification and assessment of what learners should know and be able to do.

Objective 1: Expectations
Objective 2: Assessment
Objective 3: Equal educational opportunity
Objective 4: Tech-prep/associate degree
Objective 5: Developmental education
Objective 6: Assessment
Objective 7: Literacy

Goal B: To enhance educators' development and renewal in order to increase opportunities of all students for productive lifelong learning.

Issue: Teaching and learning processes designed to meet student needs.

Objective 8: Professional development
Objective 9: Educator preparation

Objective 10: Iowa's educational workforce
Objective 11: Special education
Objective 12: Gifted education
Objective 13: Personalized instruction
Objective 14: Early childhood education
Objective 15: Faculty/staff development
Objective 16: Reform in faculty/staff licensure

Goal C: To transform the education system at the building, district, area and state levels to support the teaching and learning process.
Issue: Enhancing organizational support and conditions for teaching, learning and innovation.
Objective 17: Supporting innovation
Objective 18: Regulatory flexibility
Objective 19: Workforce flexibility
Objective 20: Articulation
Objective 21: Equitable access
Issue: School - Family - Community Partnerships/Collaboration
Objective 22: Local collaboration and resource coordination
Objective 23: Cooperative services
Objective 24: Collaboration
Issue: Technology management
Objective 25: Technology-Leadership
Objective 26: ICN access

Goal D: To provide leadership to improve Iowa education through systematic planning and quality assurance.
Issue: Adequate and timely information for local and state decision making.
Objective 27: Annual reports
Objective 28: Progress reports
Objective 29: Statewide clearinghouse
Objective 30: Public awareness and support
Objective 31: Management information system
Objective 32: Accountability
Issue: Adequate resources
Objective 33: Adequate funding
Objective 34: Compensation and retirement models
Objective 35: Infrastructure
Objective 36: Adequate funding

Iowa Department of Education. (1994, March). Education is Iowa's future: The state plan for educational excellence in the 21st century. Des Moines, IA: author.

Appendix E

State and National Goal Matrix

Goals 2000	Wisconsin	Illinois	Iowa
Goal #1 school readiness	Societal 1,4	Goal 8	Goal B-14
Goal #2 school completion			
Goal #3 student achievement and citizenship	Learner G&O Instit. 1, 2	Goals 1, 6	Principle1,2,3 Goal A-3
Goal #4 teacher education & professional dev.	Instit. 8 Societal 5, 7	Goals 4, 5	Goal B- 8,9,10 Goal C-25
Goal #5 math & science		Goals 1, 6 Learning G.	
Goal #6 adult literacy & lifelong learning		Goal 2	Principle 5 Goal A-,5,7 Goal C-19
Goal #7 safe, disciplined, & alcohol/drug-free schools	Instit. 4,7 Societal 3		
Goal #8 parental education	Instit. Societal 2,5,8		Principle 4,6 Goal C-22,23

Key
G&O = Goals & Outcomes, Inst. = Institutional, L. Goal = Goals for Learning, Goal B-14 = Goal B, Objective 14